

## Gipsy Hill Federation

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Fenstanton  
PRIMARY SCHOOL

Dear Parents/Carers,

I am writing to inform you about the changes we have made to our behaviour policy.

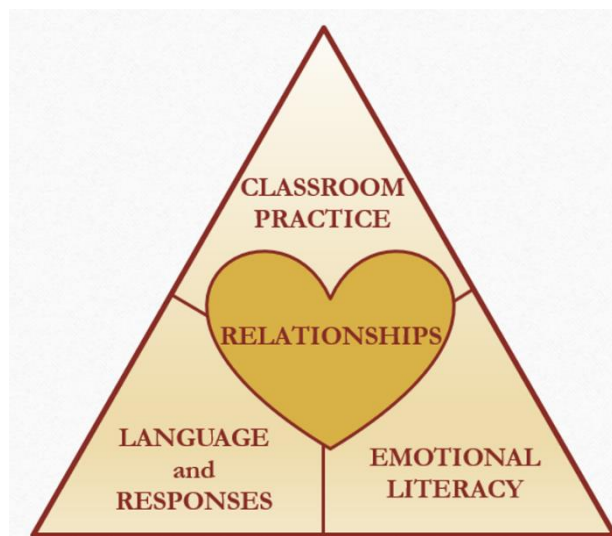
Our behaviour policy states that we believe all children have the right:

- to feel safe
- to feel respected
- to learn.

We believe the best way to do this is to take a relational approach to behaviour. Strong, nurturing relationships support children in knowing how to make positive choices and to be able to communicate their needs in safe, appropriate ways.

Our behaviour policy has four cornerstones that underpin our practice.

These are:



These four cornerstones reflect the practice and systems we have in place in school.

**Relationships:** We ensure that children feel welcome and valued through forming strong relationships and have trusted adults they can talk to. We have unconditional positive regard for all children and always disapprove of the behaviour, never the child.

**Classroom Practice:** We make sure we have consistent and clearly communicated routines and procedures in class so children feel safe and secure. We know that boundaries support

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children to feel safe. Learning is carefully planned for individual needs so that children feel successful and confident in class.

**Language and Responses:** We think carefully about our use of language and responses when working with children. We understand the importance of addressing the feeling underneath the behaviour. We are careful to use language that helps to calm.

**Emotional Literacy:** We understand that children need support with identifying and understanding their emotions so they can communicate these in safe, appropriate ways. Our Emotion Explorers and Zones of Regulation lessons support children from EYFS up to Year 6.

We understand that behaviour is a form of communication that can mask an unmet need.



We believe that all feelings are acceptable and should be acknowledged. However, not all behaviours are acceptable. School must be a safe place for all children to learn and to thrive. When children's behaviours result in harm, consequences are, wherever possible, linked to the behaviour. Restorative approaches is our key way of repairing harm. It also supports children to feel heard and understood as well as to empathise with others.

You can find the link to the full behaviour policy here: [www.ghf.london/policies](http://www.ghf.london/policies)

Please don't hesitate to talk to a member of staff or myself if you would like further information.

Best wishes

Ms Roberts  
Headteacher